

## MEI response to Functional Skills Content Consultation September 2016

### Part 1: About you

Q1 We would be grateful if you could provide your contact details in case we have any queries or need to contact you directly. As stated previously, your views will be treated confidentially and reported anonymously by Pye Tait Consulting who work to, and abide by, the Market Research Society Code of Conduct.

Your organisation name: Mathematics in Education and Industry

Your name: Charlie Stripp

Your job title: Chief Executive

Your contact email and telephone number in case of queries:  
charlie.stripp@mei.org.uk 07771 864507

Q2 Are you responding (tick one):

On behalf of the organisation listed above

Q3 Please indicate the type of organisation where you work (please tick one):

Other

Q4 Which Subject Content would you like to comment on? (Please tick one or both).

Maths

## Part 2: Draft Subject Content for maths

Please click [HERE](#) to view the new draft Subject Content for maths as a single PDF document. This will open in a new window and can be viewed online or downloaded. Please read the document and then answer the questions that follow.

Q5 To what extent do you agree with the overall approach taken for the maths Subject Content?

Agree

Q6 What changes overall would you suggest?

We agree with the overall approach in general but feel it would benefit by including examples that would help to encourage consistency between different specifications at the same level.

Q7 To what extent do you agree with the Purpose and Learning Aims as set out for :

Level 1 and Level 2

Agree

Q8 What changes would you suggest to the Purpose and Learning Aims?

Levels 1 and 2

Purpose:  
We agree strongly

Aims:  
The first bullet point is quite confusing. It is unclear exactly what it means and it should be reworded. "Mathematical problems" could be taken to mean problems which had no real-world context. Functional skills should be about solving problems in realistic contexts, so this bullet point should refer to ability to apply mathematical skills to solve problems in realistic contexts, making use of appropriate reasoning and decision making.

The second bullet point should be the first point.

Q9 To what extent do you agree with the Learning Outcomes as set out for:

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Level 1

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Level 2

Agree

Q10 What changes would you suggest to the Learning Outcomes?

Some of the terms used in this section are clear only when read with the glossary, which does not appear until the end of the document. It should be indicated clearly that these outcomes should be read in conjunction with the glossary of terms.

There is no mention of use of ICT. This is a serious omission. The employers' survey found that larger employers place importance on the use of ICT, including spreadsheets.

Q11 To what extent do you agree with the Assessable Content as set out for :

Entry level 1

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Entry level 2

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Entry level 3

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Level 1

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Level 2

Agree

Q12 What changes would you suggest to the Assessable Content?

Some of the terms used in this section are clear only when read with the glossary, which does not appear until the end of the document. It should be indicated clearly that these outcomes should be read in conjunction with the glossary of terms.

It is unclear what is meant by "these interlinked areas" in the sentence under the bullet point.  
- perhaps that sentence needs to be moved?

There is no mention of use of ICT. This is a serious omission. The employers' survey found that larger employers place importance on the use of ICT, including spreadsheets.  
Point 26 in Level 2 - add on "and to compare sets of data".

The overview/summary of a level 2 functional maths student has a final point which is incomplete.

Point 15 in the level 2 content is confusing and needs clarification; it should either be "simple or compound interest" or "compound interest in simple situations".

In Level 1, there is a possible contradiction between statement number 6 and the statement in the introductory paragraph "solve problems involving a single mathematical step".

Q13 Do you have any final comments about the draft Subject Content for maths?

We agree strongly with the statements about teaching and learning approaches on page 6. As statement 3 gives clarification of statement 2, it would be better to incorporate them into one single point.